

Grades 9-12	Level 1-2: Entering/Beginning	Level 3-4: Developing/Expanding	Level 5: Bridging
MPS Literacy Strand One: Language Structures and Vocabulary Development	Nouns € <i>singular</i> € <i>plural</i> € <i>with conjunction and</i> € <i>Subject pronouns</i> € <i>Cardinal numbers</i> Verbs € <i>Simple present tense – affirmative and negative</i> € <i>Verbs – command form—affirmative and negative</i> € <i>Be (is, am, are) and BE + NOT</i> € <i>Was, were</i> € <i>Have/Don't have</i> € <i>Subject + (BE) + VERB + ing</i> € <i>Subject + (BE) + VERB + ing + NOUN</i> € <i>Simple past, regular (questions, negative forms)</i> € <i>Present progressive tense</i> € <i>Future with going to</i> € <i>Future with will</i> Syntax € <i>Sentence pattern: Verb + noun marker + noun</i> Adjectives € <i>ordinal numbers</i> € <i>colors</i> Prepositions € <i>Prepositions of location (to, in, on, under, over, behind, near, next to)</i> WH- Questions € <i>who, what, where, when</i> Word Forms € <i>Lexical sets</i>	Nouns € <i>Object pronouns</i> € <i>Possessive pronouns</i> € <i>Gerunds</i> € <i>Count/non-count nouns</i> Verbs € <i>Simple past – irregular</i> € <i>Past and future progressive</i> € <i>Subject + (BE) + VERB + ing + prepositional phrase</i> € <i>Past continuous (was + VERB + ing)</i> € <i>Modals: polite forms</i> € <i>Contractions</i> € <i>Habitual past (used to + VERB)</i> € <i>Phrasal (2-word) verbs</i> Syntax € <i>VERB + to + VERB</i> € <i>Tag questions</i> € <i>Word order</i> € <i>S/V agreement</i> € <i>Empty IT subject (it's raining)</i> € <i>Parts of speech: N/V, S/V/O, adj, adv</i> € <i>Compound sentences</i> € <i>Sentence variety</i> Adjectives € <i>Possessive forms</i> € <i>This/These, that/those</i> € <i>a, an, the, some, any, few, a few, many, much</i> € <i>comparison of adjectives</i> Adverbs € <i>Comparison of adverbs</i> € <i>frequency, manner, time and place</i> Prepositions € <i>Prepositions of time/space: at, on, in</i>	Nouns € <i>Noun clauses</i> Verbs € <i>Perfect tenses</i> € <i>Sequence of tenses</i> € <i>Modal auxiliaries</i> € <i>Modals for advice and suggestions</i> € <i>Passive voice</i> Syntax € <i>If clauses (present, past, real, unreal)</i> € <i>Coordinating and subordinating conjunctions</i> € <i>Elliptical sentences</i> € <i>Direct and indirect speech</i> € <i>Either/or, neither/nor – agreement</i> Adjectives € <i>Relative pronouns and clauses – who, which, that</i> € <i>Appositives</i> Adverbs € <i>Adverbial clauses</i> Usage € <i>Metaphor</i> € <i>ID literal vs. figurative language</i> € <i>Persuasion: fact/opinion, cause/effect, point of view</i> Word Forms € <i>Vocab: collocations</i>

		WH- Questions € <i>why, how</i> Usage € Idioms € Transitional words (however, therefore, meanwhile) Word Forms € <i>ID root word, suffix, prefix</i>	
MPS Literacy Strand Five: Writing Process, Genres and Conventions	<i>All items from grades K-8 apply, plus:</i> € Capitalization € Punctuation: colons, quotation marks, semi colons, commas € Word forms € Fragments and complete sentences € Pronoun antecedents € Complex/compound sentences € Lexical sets: discipline specific € I used to + VERB vs. I am used to + NOUN/GERUND	<i>All items from grades K-8 apply, plus:</i> € Thesis statement and traditional essay organization € Sentence adverbials € Comparisons	<i>All items from grades K-8 apply, plus:</i> € Restrictive and non-restrictive clauses € Punctuation for adverbials and coordinating/subordinating conjunctions. € Text structure: ID and write € Vocab: content specific € Past participles € IF clauses € Modals € Sequence of tenses € Voice: appropriate for audience and discourse type € ID and use transitions in text structure.
MPS Literacy Strand Six: Listening	€ <i>Follow along with single step verbal commands (common classroom activities)</i> € <i>Verbs: be, have, know, tell, say, think, get, go, come, sit, stand.</i> € <i>Respond to one-step oral common commands</i> € <i>ID every day home and classroom objects (point/indicate)</i> € <i>Match pictures to sentences</i> € <i>Order pictures or sentences and read aloud</i> € <i>Beginning, middle, end</i> € <i>Respond to what is this/that, these/those</i> € <i>Respond to WH questions</i> € <i>ID opposites</i> € <i>Follow one-step oral commands imperative</i>	€ <i>Order pictures of related sentences read aloud using ordinal numbers</i> € <i>Order pictures of related sentences read aloud using transitional words (first, next, finally)</i> € <i>Match person or tool with oral description of its function</i> € <i>Match noun with verb</i> € <i>ID activities from descriptions</i> € <i>Follow multi step oral commands that use sequencing words (first, next, last)</i> € <i>ID main idea/core focus of multi sentence communication: doers (S/N), main action (V)</i> € <i>Recognize minimal pairs</i> € <i>Respond to questions that use because, so, if/then</i>	€ <i>Present real conditional (if/then) (if you hurt yourself, then you go to the nurse) (indicate via matching pictures)</i> € <i>Demonstrate understanding of “going to”</i> € <i>Select logical outcome/ending with modals will, might, could</i> € <i>Follow directions from indirect discourse (eg cassette, video)</i> € <i>ID main idea of info presented via indirect discourse</i> € <i>ID effect from cause/effect statement in complex sentence</i> € <i>ID conclusions—finally, in conclusion</i> € <i>Connect parts of oral discourse to choose</i>

	<ul style="list-style-type: none">€ ID elements of stories from oral directions supported by illustrations€ Select literal meaning from oral descriptions and match to illustrations	<ul style="list-style-type: none">(cause/effect)€ Follow commands, instructions given in polite form€ ID literal details in multi sentence communication (adjective, adverb, prep phrase)€ Understand future and hypothetical using “going to” from illustrations€ ID main idea of multi sentence oral discourse—select from illustrations.	<ul style="list-style-type: none">appropriate conclusion€ ID inferences in oral discourse
MPS Literacy Strand Six: Speaking	<ul style="list-style-type: none">€ List everyday home and classroom objects€ Name characters and setting in a story€ ID features of illustration/photos€ List lexical sets, content-related nouns€ Single word imperative verb commands€ Single word response to WH questions€ Describe opposites with single word€ State name and phone number	<ul style="list-style-type: none">€ Respond in complete sentences to WH sentences€ Use habitual present€ Complete sentences€ Imperative verb commands€ S/V/O sentence to explain function of objects and people€ Describe opposites in complete sentences€ Describe current activities using present progressive€ Descriptive prepositional phrases€ Synonyms for paraphrasing€ Express fact and opinion using I statements—I think/feel/believe€ Sequencing to explain/summarize using first, next, then€ Use focus words to summarize oral discourse	<ul style="list-style-type: none">€ Use this/that, these/those in statements and questions.€ Talk about future activities using “going to”€ Distinguish between “about to,” “going to,” and “will” for future€ Produce present real conditional statements€ Complex sentences with because to connect parts and express conclusion€ ID inferences using modals of possibility€ Coordinating conjunctions to connect parts and express conclusions€ Compound sentences using “so” to draw conclusions (“so what happened?” “x happened so y happened”€ Sentence adverbials to make conclusions and draw conclusions (therefore, in conclusion)